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ABSTRACT

This resource guide is designed to help vocational educators and planners extend vocational programs to serve displaced homemakers in secondary and postsecondary educational institutions. The special characteristics and needs of displaced homemakers are discussed in the first section. The second section lists and examines resources and suggestions for ways to obtain and use labor market information for program development. Questions, suggestions, examples,and resources for the areas of outreach, admissions, career exploration, training, supportive services, evaluation, and funding are provided in the third section (half the document) on ways to assess and improve existing displaced homemaker training programs. In the fourth section suggestions and examples on ways to link with local and national resources to strengthen programs are outlined. A state-by-state list of displaced homemaker programs is appended. (Related documents are a manual on vocational counseling for displaced homemakers and a state-of-the-art review on the displaced homemaker--see note.) (MN)

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ED194726

RESOURCE GUIDE

For Vocational Educators and Planners

Helping Displaced Homemakers
Move From Housework to Paid Work
Through Vocational Training

CE 026 897

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Contractor: Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160

1980

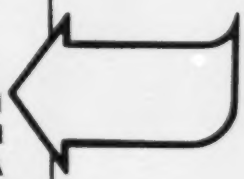
SECOND LOOK

is a two-year project funded in October 1979 by the U.S. Department of Education, Office of Vocational and Adult Education, Office of Employment and Education, Division of Program Improvement, Curriculum Development Branch.

Education Development Center, in collaboration with Wellesley College Center for Research on Women and the American Vocational Association, will

- focus public awareness on the training and employment needs of the displaced homemaker
- stimulate the development of services to help displaced homemakers achieve economic independence.

SECOND LOOK WILL:



- develop a **Resource Guide for Vocational Educators and Planners** and **Vocational Counseling for Displaced Homemakers, A Manual**, suggesting ways to help displaced homemakers in need of training and jobs.

- convene **Regional Meetings of Vocational Educators** and a **National Conference of Service Groups and Women's Organizations**. . . bringing together leaders from education and training, business and industry, unions, women's groups, and community agencies to share resources and strengthen programs.

- produce **TV Public Service Spots**. . . encouraging **employers** to hire and train displaced homemakers.

- produce **TV Public Service Spots in English and Spanish** and a **Leaflet**. . . informing **displaced homemakers** about opportunities available in training and employment.

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FOREWORD

Vocational education prepares people for work. Today, more people than ever before want and need access to vocational institutions. Adults, women, minorities, disadvantaged youth, the handicapped, and others can profit from the opportunities vocational education provides.

Displaced homemakers have recently been recognized as another specific group that can benefit from vocational training. During the next decade, several million displaced homemakers will need marketable skills to enter the economic mainstream. Increasingly, the vocational education system will be called upon to help this rapidly growing population prepare for and obtain good jobs.

The purpose of this Resource Guide is to show how vocational programs can be extended to or expanded for displaced homemakers in secondary or post-secondary vocational technical schools, state universities, community and junior colleges, Comprehensive Employment and Training Act (CETA) programs, and/or community-based agencies.

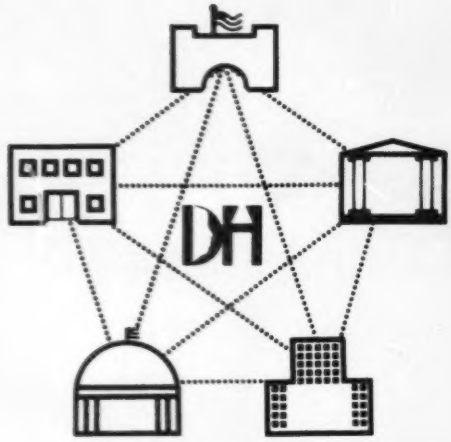
Some institutions can serve displaced homemakers by making only modest adjustments in programs now offered. Others can consider more comprehensive changes in curriculum, staff, or methods of delivery. Still others may choose to develop entirely new programs. Depending on their scope, services to displaced homemakers may involve minimal additional dollars or major new funding.

Many of the ideas included here will be familiar to educators and planners; they reflect elements of good practice applicable at all levels of vocational education. The Guide's specific focus is on policies and procedures that can make a significant difference to displaced homemakers. It addresses four major areas:

- the special characteristics and needs of displaced homemakers
- ways to obtain and use labor market information for program development
- ways to assess and improve existing programs
- ways to link with local and national resources to strengthen programs

Each section of the Guide raises important generic questions to consider and provides action suggestions. Examples and resources are drawn from the experiences of hundreds of displaced homemaker programs throughout the country to trigger ideas and stimulate service development in your setting.

Designing and implementing effective programs for displaced homemakers will be a challenge for vocational educators. Efforts will require new alliances with displaced homemaker centers, business, industry, unions, human service providers, and women's organizations. Evidence indicates that cooperative ventures among community sectors on behalf of this population can and do succeed.



A word of explanation: Preparation for work is crucial for displaced homemakers of either gender. However, because nearly all displaced homemakers are female, the Guide emphasizes the distinct problems women face in the transition from home to work.

CONTENTS

Section 1 **Introducing Displaced Homemakers** 1

Section 2 **The Labor Market** 3

Section 3 **Your Own Programs: Do They Work for Displaced Homemakers?** 7

Outreach 8

Admissions 10

Career Exploration 12

Training 14

Supportive Services 16

Evaluation 18

Funding 20

Section 4 **Linkages** 23

Appendix **Displaced Homemaker Programs** 29

Section 1

INTRODUCING DISPLACED HOMEMAKERS

IN BRIEF

Displaced homemakers . . .

- are generally over 35, often over 50, almost always women
- lack income due to the death, disability, desertion, divorce, or separation of a spouse on whom they have previously been dependent . . . or, are no longer eligible for public assistance because their children are grown
- lack job skills or work experience that will enable them to readily enter the labor market
- must seek employment to become economically independent.

'Displaced homemaker' is a grass-roots term coined in California in 1975 to describe the middle-aged woman, "forcibly exiled" from her role as wife and mother, who is struggling to find a place in the job market. It is now used to identify men and women eligible for targeted employment assistance programs. The phrase is not universally popular, or even familiar in all quarters, but is politically significant and has been built into federal and state laws.

Displaced homemakers exist everywhere in the U.S.: in urban and rural areas, among all social classes, races, and ethnic groups. Their numbers include school dropouts as well as high school and college graduates. Despite great diversity in background, most displaced homemakers have one thing in common: the sudden loss of financial and emotional security. Indeed, the word "displaced" may be too mild to describe the circumstances of a woman whose lifelong expectations have been shattered and who abruptly finds herself without adequate resources for the future.

Displaced homemakers need jobs that pay well in promising occupations. To get them, they must be competitive in a labor market where age, sex, and race discrimination still pose serious obstacles. They must resolve personal and family problems that may hinder participation in training or work. They must shed stereotyped attitudes about female work roles in order to expand their employment options.

Most displaced homemakers are handicapped by ignorance of current labor market realities and new opportunities in non traditional white and blue collar occupations. They need accurate information and chances to explore a variety of fields in order to make valid career decisions.

Displaced homemakers who have worked in the past may have obsolete skills that require upgrading to meet today's employment standards. Others who have never worked outside the home may have natural abilities and life experiences that are unrecognized or underestimated. They need appropriate counseling and training to translate these into job competencies.

Low self-confidence prevents many displaced homemakers from considering careers with advancement potential. They need support and encouragement to begin the career development process, to complete educational programs, and to find and progress in good jobs.

"I'm a Displaced Homemaker. . ."*

"I am a widow, 62 years old, without any worthwhile education. I have a very limited income. I don't want to end up on welfare or food stamps. I just want to keep my home and pay my taxes. What kind of job training can I get at my age?"

"My husband walked out years ago. I raised my three kids, mostly on welfare. My youngest just turned 17. I'm 39 years old. I've got lots of good years and I want to make it on my own."

"When my husband left me after our 25th anniversary, I felt like I was drowning. Emotionally I've gotten my life back together, but at 52 I find it almost impossible to get a job with no real experience other than some teaching before I was married."

"I live out here in the middle of nowhere. My husband and I always loved the country and we got by on a little farming and odd jobs he did. He died last fall. I have no money coming in and now my car has broken down. What am I going to do?"

"I'm divorced, 55 years old, and am having great difficulty getting work. I have a chronic knee condition that limits standing for any length of time. I receive $240 monthly alimony which makes me ineligible or at the bottom of the list for such programs as CETA or vocational rehabilitation, etc. I've applied for lots of desk-type jobs, but have no experience whatever. I am sure my age is also against me. I am presently employed as a live-in housekeeper/babysitter for very little pay and very long hours, plus miserable living conditions. I need suggestions for more gainful employment so that I can afford to maintain my own apartment and be more productive and happier."

"I am a 40 year old mother of two boys, ages 17 and 20, and my husband is divorcing me for another woman (which I am sick over). The problem is he would never let me work, and I've never held a job. I really need help."

"I Used to be a Displaced Homemaker . . ."

"I was a widow and all my husband's insurance was gone. I had 12 years until his Social Security would start. I took a course at the community college to learn about different trades. Then I studied basic electronics and got placed in a company that pays me $5.50 an hour. Now they're training me to be a technician. The future looks a lot brighter than before."

"After my husband died, I went to a Displaced Homemaker Center to figure out what I could do to earn money. They suggested that since I'd been cleaning house for 30 years, maybe I should start a cleaning service of my own. They helped me get into a program at the vocational school to learn about managing a small business, how to get financing, etc. I've got four people working for me this year and I'm prouder of this than anything I've done in my whole life."

"I had a baby when I was in the 10th grade and dropped out of school. But I always found it easy helping my kids with math. In the process, I learned algebra and trigonometry with them. Now I'm majoring in data processing at the university."

"Five years ago my husband and I came to the U.S. At home I used to do a lot of things, like helping out at the hospital and working with families with sick kids. One day my husband said "goodbye" and went back. I stayed, even though I was scared stiff. One of my neighbors made me go to an adult education class to improve my English. They told me about different kinds of health care jobs, since I liked that kind of work. Now I'm in a work-study program for inhalation therapy. When I finish, I'm pretty sure I'll have a job there."

"I applied to the voc-tech school after my divorce to get training for a job . . . any job. My son had gone there. I thought they were crazy when they said if I learned how to be a machinist, I'd have no trouble getting work. I was desperate enough since I was down to my last hundred dollars so I said O.K. I had no trouble keeping up with those 16 year old kids in class. I only answered about four ads before I got hired and I've already joined the union."

"I got my degree in liberal arts 15 years ago. When I was divorced and needed a job, I went through a short career exploration program. My volunteer experience paid off. I'm now the executive director of our local Chamber of Commerce."

*Adapted from **Network News**, Displaced Homemakers Network, Inc.

Section 2

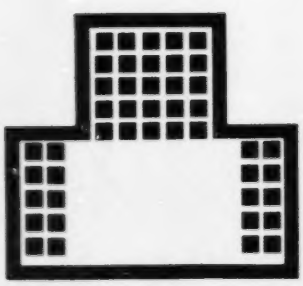
THE LABOR MARKET

IN BRIEF

Take a hard look at the economic facts of life for displaced homemakers and what they confront in the world of work.

Then, look at the labor market information you use to plan your programs. Is it complete and up to date? Does it cover the whole range of employment options now available? Are you checking with all the human and material resources that will keep you abreast of new developments?

Your analysis of labor market data will reveal skills in high demand—skills that can make displaced homemakers competitive by today's standards. Look also for evidence of opportunities that favor the entry of displaced homemakers into particular occupational fields or industries.



THE FACTS*

- **Displaced homemakers are far from affluent.** Contrary to media images of rich widows and the plush lifestyles of divorced and single women, most displaced homemakers live in hardship. Funeral expenses, taxes, and inflation quickly erode savings or pension benefits. Many are left just enough money to disqualify them for food stamps; others must sell their homes. Less than 14% of divorced women are awarded alimony; fewer than 7% collect it regularly. Only about 21% receive child support payments, with payments averaging just over $200 per month. Annual incomes of families headed by displaced homemakers rarely exceed $5000. Survival above the poverty level depends entirely on the homemaker's ability to get a decent job.
- **Over half of all U.S. women between ages 40 and 64 are working or looking for work. The number of displaced homemakers in this group is growing rapidly** due to escalating divorce rates and the fact that women outlive men. Households in which females are sole breadwinners have increased 10 times faster than two-adult households in the last decade.
- **In general, working women fare poorly.** They average 60 cents for every dollar earned by men with comparable education. Few train to enter occupations where good earnings are possible. Most (80%) are concentrated in low-wage, dead-end jobs in light industry, clerical, or service fields. If limited to these narrow options, only a marginal future is in store for displaced homemakers who may have work-life expectancies of 25 years or more. Skilled trade and technical training will help maximize their chances for jobs and mobility.
- **Mid-life and older women face formidable barriers in today's job market.** Wide unemployment, sex, age, and race bias, and employer preferences for prior paid work experience and/or recent educational credentials are factors that tend to exclude displaced homemakers.
- **Age and accumulated life experience are workplace assets that are generally disregarded.** Years of home management and volunteer activities give many displaced homemakers skills and disciplines that can be built on. Performance studies show older workers learn new skills easily; many prove more productive than their younger counterparts. They demonstrate traits lacking in less mature workers—motivation, stability, loyalty—and show a lower overall incidence of accidents and absenteeism.

*Sources: U.S. Department of Labor, Bureau of Labor Statistics; Displaced Homemakers Network, Inc.

LABOR MARKET INFORMATION THAT CAN HELP DISPLACED HOMEMAKERS

Basic Questions

- what are current and projected national, regional, and local employment outlooks? what new areas look especially promising?

- what's happening in occupational fields with good outlooks and good pay?

Job Profiles

—what are existing jobs, tasks, wage scales, training requirements, work environments, benefits?

—what future directions are evident? what new jobs will these create? what new skills will be required?

Applicant Profiles

—what basic skills do employers or unions look for? how are skills defined and verified? do employers credit life or volunteer experience? what is the minimum skill level acceptable for on-the-job training programs?

—where do new workers usually come from? vocational schools? union apprenticeship programs? employment services? employee referrals? newspaper ads? where and how do employers recruit?

—are special efforts underway to hire targeted population groups: older women, minorities, handicapped?

Worker Profiles

—what are typical mobility patterns in a company or industry? how do workers move across departments? move upward?

—what are typical characteristics of successful workers? is it possible to identify female and male role models who have advanced? what factors are related to success?

—what is average worker age? is there a significant number of older workers? if so, in what jobs?

—is there a significant number of women workers? in traditional jobs? in nontraditional jobs?

Opportunity Profiles

—are there special benefits that may attract displaced homemakers: affirmative action policies, health care, pension plans, stock options, savings funds, flexi-hours, shared jobs, on-the job training or eduucational programs, tuition assistance, older workers associations?

Action Suggestions

- Tap as many sources as possible. Branch out beyond your usual contacts. Talk to people at different levels and in different functional areas to get a variety of perspectives.

- Use umbrella organizations to identify representative companies and to help you reach influential people.

- Once you establish contact, open doors for others on your staff to communicate with business, industry, and unions and follow up new leads. Don't overlook the contacts your staff may already have with people in the employment world.

- Place your institution on mailing lists for industry and government publications. Look for locally produced business/industry forecasts. Check newspapers for announcements of contract awards, ads seeking skilled workers.

- Use the information you collect. Assign staff to build a collection of clippings and materials which document the experiences of displaced homemakers in the workforce, female participation in male-dominated occupations, experiences of older workers.

- Keep files of information directly related to job development. Identify "satisfied employers" who have hired displaced homemakers or are particularly responsive to their potential.

- Make new labor market developments a regular item on agendas for staff meetings or in-service training workshops. Invite local "economic projections specialists," employers, and unions to attend.

Examples and Resources

Groups

- Department of Labor: regional representatives of Bureau of Labor Statistics (BLS), Women's Bureau; Employment and Training Administration (ETA); Bureau of Apprenticeship and Training (BAT)
- large local employers
- Chambers of Commerce
- unions
- Human Resources Development Institutes (AFL/CIO)
- school/state vocational-technical advisory boards
- state education departments
- vocational education sex-equity coordinators
- vocational education displaced homemaker coordinators
- state employment departments (job banks; older worker programs; work incentive (WIN) programs)
- state/governors' employment and training councils (SETC, GETC)
- CETA private industry councils (PIC); private sector initiatives program (PSIP)
- regional /state economic development commissions, councils
- state occupational information coordinating committees (OICC units)
- national/local computerized occupational information systems (NOIS)
- industry-union joint apprenticeship and training committees
- industry-education partnerships
- associations of small businesses, personnel administrators, affirmative action officers
- governors' commissions on the status of women
- legislators serving on labor and human resources committees
- professional and workers' associations
- organizations concerned with employment of special populations: women, minorities, older workers

Points of Contact

- presidents
- executive board members
- foremen, shop stewards
- department heads
- personnel officers
- workers
- union representatives
- training directors
- affirmative action directors
- members of worker councils

Look in the government listings of your local telephone directory to find municipal, state, and federal offices for work related activities in employment, education, and human service departments.

U.S. Department of Labor publications such as the **Occupational Outlook Handbook** and **Quarterly, Dictionary of Occupational Titles, Monthly Labor Review** should be the backbone of your information collection, available to staff and students at all times. For information on obtaining these and other DOL bulletins and periodicals, contact your regional office of the Bureau of Labor Statistics or the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

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1515 Broadway, Suite 3400
New York, NY 10036
Phone: (212) 399-5405

3535 Market Street
P.O. Box 13309
Philadelphia, PA 19101
Phone: (215) 596-1154

1371 Peachtree Street, N.E.
Atlanta, GA 30309
Phone: (404) 881-4418

Examples and Resources

Some national organizations concerned with world of work information for special populations are:

National Urban League
500 East 62nd Street
New York, NY 10021

Opportunities Industrialization Centers of America, Inc.
100 West Coulter Street
Philadelphia, PA 19144

National Institute for Work and Learning
National Commission on Working Women
1211 Connecticut Avenue, N.W., Suite 400
Washington, DC 20036

Work in America Institute
700 White Plains Road
Scarsdale, New York 10583

Human Resources Development Institute AFL/CIO
815 16th Street, N.W.
Washington, DC 20036

National Alliance of Businessmen (NAB)
1730 K Street N.W., Suite 558
Washington, DC 20006

National Council on the Aging
1828 L Street, N.W.
Washington, DC 20036

SER-Jobs for Progress, Inc.
8585 Stemmons Fwy., Suite 401
Dallas, TX 75247

Recruitment & Training Program (RTP), Inc.
148 International Boulevard, Suite 403
Atlanta, GA 30303

National Puerto Rican Forum, Inc.
450 Park Avenue South
New York, NY 10016

National Association for the Advancement of Colored People (NAACP)
1790 Broadway
New York, NY 10019

The National Directory of Women's Employment Programs, Who They Are and What They Do describes 140 organizations across the country actively involved in issues related to women and work. Write to Wider Opportunities for Women, Inc., 1511 K Street, N.W., Washington, D.C. 20005.

The first National Women's Network Directory, compiled by **Working Woman** magazine, identifies networks within companies, unions, and professions. Use the networks to find examples of women working in diverse occupations and local role models. Reprints available through **Working Woman,** 500 Madison Avenue, New York, N.Y. 10022.

The Boston Tri-Lateral Council for Quality Education, involving business, civic, and education communities, produced a 1979 survey covering job opportunities and projections in eight local industries. A similar survey may be available in your vicinity.

Federal guidelines and affirmative action legislation suggest promising areas for displaced homemakers to investigate: goals and timetables are set for participation of women in construction and apprenticeships: Executive Order 12138 creates a national policy on women's business enterprises. Which companies in your area can fulfill compliance mandates by hiring qualified displaced homemakers?

Project Renew, a DOL program operating in Arkansas, Massachusetts, Illinois, and Virginia in 1980, helps older workers (over 40) find jobs. Is there a similar program in your state employment office ?

The Utah Technical College at Orem (UT), with state vocational education funds, produced **Support Yourself**, a booklet about rewarding employment opportunities for women—jobs paying more than $5 per hour. Consider putting out something like this in your area.

The New York Times Supplement, **Careers in the 80's** (October 14, 1979) used unpublished BLS data to forecast growth rates by state in many job categories. Look for similar analyses to keep your information up to date.

For information on programs linking work and education, contact the National Association of Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226.

Tradeswoman, Inc. is a new organization providing information for and about women in blue collar occupations. For their newsletter, write Tradeswoman inc., P.O. Box 4724, Santa Rosa CA 95402.

YOUR OWN PROGRAMS: DO THEY WORK FOR DISPLACED HOMEMAKERS?

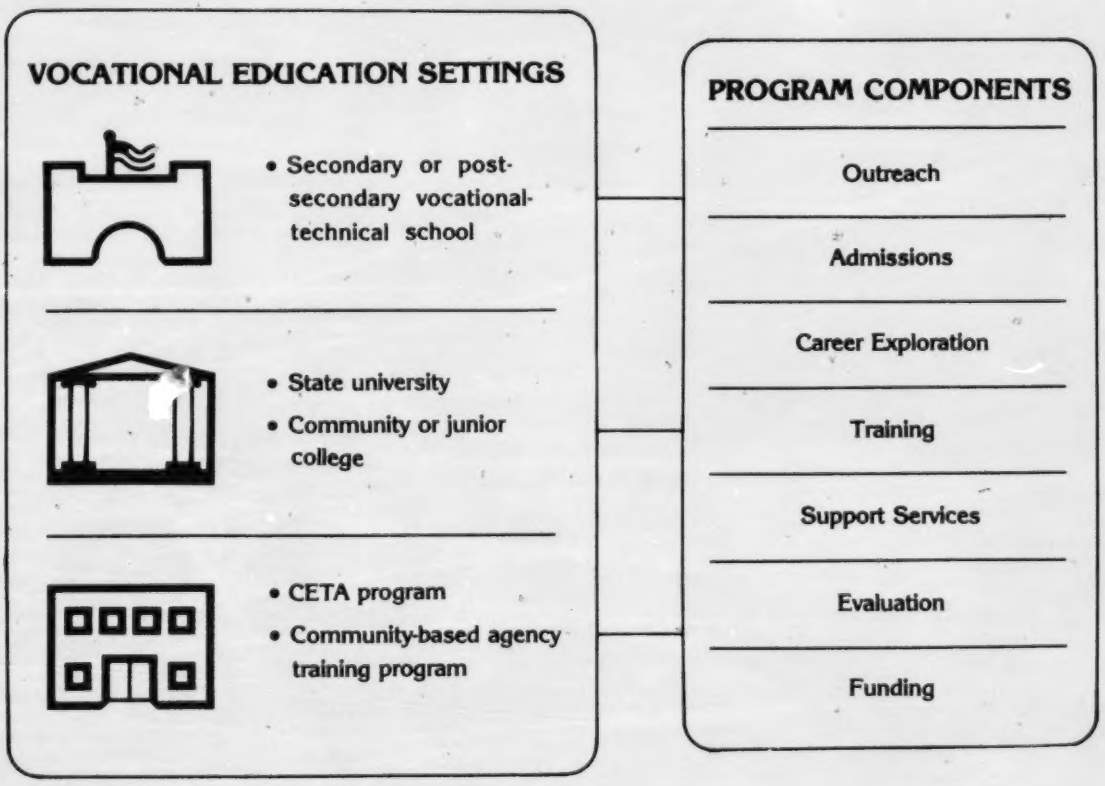
IN BRIEF

Take a critical look at the programs you now offer, whether in institutional or community-based settings. Does your curriculum in general correspond to labor market requirements? Are program components "as is" responsive to displaced homemaker needs?

How can you locate displaced homemakers, facilitate their admission, and help them take full advantage of career exploration, training, and support services? How can you evaluate your efforts on behalf of this special population?

What adaptations are needed to eliminate barriers for displaced homemakers? What additional services would be useful to help them acquire essential employment skills? What are potential sources of funding?

This section will help you examine these issues, decide on the scope of changes you wish to undertake, and develop priorities for action.



OUTREACH

Basic Questions

- how do you describe the courses you offer?
- are your programs visible? how do you inform the community that places are available for adult students in general, displaced homemakers in particular?
- how do you attract new and/or low-income populations to your programs?

Action Suggestions

- Let the public know that the vocational education system wants to and can provide services for displaced homemakers. Many people will not be aware of your ability to serve this group. Designate displaced homemakers as a specific target group for recruitment and admission.
- Design outreach materials which help displaced homemakers recognize themselves as potential users of your services. Many have never heard the term 'displaced homemaker' and do not identify with it. Use words and phrases from this Guide; avoid stereotyping displaced homemakers as incompetent or emotionally handicapped people.
- In outreach efforts, focus on employment prospects as well as the quality of the educational experience. Emphasize skills which can make displaced homemakers competitive in the labor market and increase earning capacity. Incorporate local wage scales and job outlooks where possible. Highlight economic incentives such as on-the-job training, work-study programs, stipends, scholarships, free services. Illustrate how programs can be used to explore skills, build confidence, prepare for and get a good job.
- Consider a variety of direct outreach strategies: mailings to community residents, mass media, notices to parents of current students.
- Inform other education and human service providers that your programs can be a resource for their students or clients. This can help pave the way for you to refer students to them for services you do not offer. Disseminate materials through existing community agency networks such as United Way.
- Conduct people-to-people information sessions in community-based settings or employment service offices; or, pay transportation costs for displaced homemakers to come to open houses, orientation sessions in your institution.
- Disseminate information to professional practitioners who help families cope with life crises: physicians, lawyers, clergymen, funeral directors, social workers, bank loan officers.
- Disseminate information to community leaders, funding organizations, and public opinion molders, stressing the goals, effectiveness, and accountability of your programs for displaced homemakers. Planning for future displaced homemaker projects may require their support.
- Test out your materials with displaced homemakers or specialists who work with them. Keep records on how displaced homemakers hear about your programs and which outreach strategies work best.

Examples and Resources

Audiences	Types of Materials	Content
Potential students	• media press releases • public service TV and radio spots • feature articles for newspapers and magazines • simple flyers for mailing and handouts • posters • commercial ads for newspaper classifieds, billboards, etc. • standard fact sheet for answering telephone inquiries	• who the program is for and what the eligibility requirements are • description of program and adjunct services • program costs (free, stipends, etc.) • how the program can help users • human interest stories and pictures • how to contact program (address, phone number, and person to call or see) • incentives for special groups (rural women, older persons, minorities, low-income, etc.)
Community referral network	• brochure addressed to the needs of other service providers • newsletters • standard form letter and fact sheet for answering inquiries • targeted cover letter	• data on program operation: numbers served, sources of referrals, student progress, placement activities, satisfied customers (employers, training institutions)
Policymakers, funders, public opinion molders	• concise reports • targeted cover letter	• documentation data on: range of services, numbers served, per capita costs, student profiles, outcomes and follow-up records, expansion needs.

Some additional outreach outlets . . .

- libraries
- display racks in stores, supermarkets, shopping centers, laundromats, banks
- ads in public transportation
- bulletin boards in community-based agencies
- inserts in utility bills
- flyers on car windshields
- cosmetic counters in drug, department stores

A $1 Media Kit; **Reaching the Public, Getting into Print, Speaking Out, Breaking into Broadcasting, Projecting Your Image** is available through the League of Women Voters, 1730 M Street, N.W., Washington, DC 20036.

Columbia (WA) Community College places block ads in local newspapers on days when grocery store sales and coupons appear. They also put brochures in grocery bags at supermarket checkouts.

The Vocational-Technical Center of Itawamba Junior College, Tupelo (MS) promotes nontraditional programs in their brochures.

Mi Casa Resource Center for Women, Denver (CO) reached out to older displaced homemakers by providing services to and involving their daughters.

A poster slogan from the Rockland School District of the Columbia (SC) Adult and Continuing Community Education program says: "Adult education doesn't cost . . . it pays!"

The Women's Resource Center in Grand Rapids (MI) sponsors "Women's Worth," a festival at a local mall to reach displaced homemakers. Try this or similar people-to-people strategies to spread messages about your program.

ADMISSIONS

Basic Questions

- will formal admission policies based on such factors as age, previous education, income, residency exclude displaced homemakers from your programs?
- are persons involved in the selection process free of negative attitudes or stereotypes that might discourage or eliminate displaced homemakers from participating in your programs?
- will your admissions tests screen out displaced homemakers?
- do you give credit for life and volunteer experiences?

Action Suggestions

- Consider asking several displaced homemakers to make a trial run through your admissions process. Use their perceptions as a guide for identifying problem areas and reducing barriers.
- Design staff workshops using accurate factual and sex-fair materials to counter stereotypes and misinformation.
- First and second impressions count. Posters showing adult students or access to a staff person who understands displaced homemaker issues will help to convey a welcoming atmosphere. Admit more than one displaced homemaker at a time.
- Check the appropriateness of the tests you use: are they normed for adults? are they outmoded? sexist? Do test results accurately predict performance in your setting; performance on the job? Are certain tests "hard to pass" for certain groups: women, older persons, minorities? Do time limitations affect older test-takers adversely?
- Investigate sex-fair test guidelines and other materials to help guard against bias in screening procedures. Contact the sex-equity coordinator in your state department of education for information.
- Help displaced homemakers prepare for test-taking. Absence from the educational system, lack of confidence, and fear of tests may inhibit the displaced homemaker's ability to do well. Consider workshops to try out standard mechanical aptitude tests or other vocational screening devices under low-risk circumstances.
- Develop a policy for assessing and giving credit for life and volunteer experiences. Formats and instruments are now available to implement such policies.
- Accept a small number of displaced homemakers who appear high-risk according to test results. Monitor their progress. Evidence suggests that they will succeed.

Examples and Resources

Project ACCESS, funded by the Office of Vocational and Adult Education, is designing a system to identify the occupationally relevant skills and compentencies acquired by adult women through volunteer work, homemaking, parenting, community service, and other life experiences. The project will show vocational educators how to match such experiential learning with the skills and knowledge needed to succeed in 10 vocational education programs. ACCESS also will help employers select women for on-the-job training. Contact the Educational Testing Service, Princeton, NJ 08541.

The National Institute of Education (NIE) offers materials identifying NIE-sponsored publications and projects on sex-equity in education and summarizing research in this area.Write to the U. S. Department of Education, Washington, DC 20208

The Women's Educational Equity Act Program (WEEAP) awards grants to develop products on educational leadership, career preparation, and sexism in education. For a free catalog of all materials and services, contact the WEEAP Dissemination Center, EDC, 55 Chapel Street, Newton, MA 02160.

CAEL (Council for the Advancement of Experiential Learning) has produced **Opportunities for Prior Learning,** a national directory of over 274 programs that assess and award college credit for learning acquired through non-college activities. Write to CAEL, American City Building, Suite 212, Columbia, MD 21044 or call, toll-free: 1-800-638-7813.

An ongoing Wisconsin study has revealed that certain types of CETA jobs may be considered for assessment toward the award of academic credit at post-secondary vocational-technical institutes. Reported in January 1980 UPDATE, Office of Vocational Research and Development, University of Wisconsin, Greenbay, WI.

Free or low-cost programs can help displaced homemakers and other adults acquire basic educational skills and attain high school equivalency. Information on the General Educational Development (GED) test battery and community preparatory facilities is available from your state department of education or the national GED Testing Service, 1 Dupont Circle, Washington, DC 20036

CAREER EXPLORATION

Basic Questions

- what print, audio visual, or computer-based information do you have about the world of work in your career files, library, or resource center?
- are your materials appropriate for adult use?
- how do you help students and staff understand and interpret labor market information?
- how do you promote awareness of a broad array of career options at all trade, technical, and professional levels?
- what opportunities do you provide for "hands-on" work sampling and pre-vocational exploration?

Action Suggestions

- Review the scope and quality of your reference collection. Is it up-to-date regarding: job outlooks, skill requirements, wage differentials in all occupational areas? Do you have materials which illustrate: the relationship between course offerings and local labor market trends; opportunities for occupational or geographic mobility; affirmative action news in local industries? Do materials portray women of all ages in familiar and unfamiliar job roles?
- Develop mechanisms to move information and materials out of files and offices: a pool of student and staff reviewers to screen new materials; routing slips for periodicals; regular bulletins announcing new acquisitions; posting in public areas; specially-prepared displays.
- Use your own resources to help displaced homemakers discover unrecognized talents. Organize mini-workshops where industrial arts, trade and industry, business, home economics and other teachers demonstrate how typical household skills can be upgraded into job skills. Home maintenance and repair, health and child care, scheduling, driving, purchasing, budgeting money, operating appliances are foundations for building occupational competency.
- Offer short-term hands-on learning experiences to introduce skills, tools needed in various fields. Encourage displaced homemakers to visit all the training departments in your school- to observe classes, teaching techniques, talk with instructors and other students.
- Work sampling devices normally used as admissions tests can easily be used as pre-vocational experiences for displaced homemakers. This will help to expand options rather than to prematurely close them off.
- Link with local businesses and industries to arrange field trips for staff as well as displaced homemakers to a variety of workplaces: insurance companies, factories, hotels, shipyards, banks, construction sites, hospitals. Cover the gamut of white and blue collar jobs under one roof: office work, building maintenance, food preparation, data processing, communications, etc.
- Invite employers in promising job fields to talk about opportunities in career exploration sessions. Emphasize job ladders within occupations as well as transferability of skills across jobs. Displaced homemakers need to know that it's possible to move from typing to typewriter repair, from auto mechanics to pollution control, from bookkeeper to accountant, from electronics assembly to complex circuitry, from retail sales to commissioned sales.

Examples and Resources

Your State Occupational Information Coordinating Committee (SOICC) can provide information on computer-based and other learning resources. SOICC directors are listed in the **1980 Directory of Vocational Career and Information Services,** obtainable from the National Center for Educational Brokering, 405 Oak Street, Syracuse, NY 13203

The Home Economics section, Ohio Division of Vocational Education, funds 19 displaced homemakers programs in joint vocational schools. These involve 80 hours (day and evening) of competency-based instruction in self-concept, survival skills, career exploration, employability skills. One school, the Upper Valley Joint Vocational School in Piqua (OH) provides lab experiences for displaced homemakers in all school departments.

Cheney (PA) State College offers field experiences including observation visits to job sites, applications of classroom-laboratory work, apprenticeship-type training on the job.

Volunteer opportunities through organizations such as the Boston(MA)CivicCenter and Clearinghouse, Inc., offer low risk ways to explore work settings and test skills for those who can buy some time before entering the paid job market.

The Women's Development Center (WDC) of the Pewaukee (WI) Waukesha County Technical Institute provides vocational, educational, and personal counseling to women and men in transition. Activities to assess abilities and examine career alternatives include an Industrial Exploration Day, with hands-on classroom experiences and opportunities to talk with women working in industrial occupations.

Rogue (OR) Community College offers industrial orientation through lectures and hands-on instructional experience.

Vocational-Technical Education Consortium of States (VTECS) develops task lists for vocational and technical occupations and shares items among member states. Basic tasks common to high-demand occupations in your area may be extracted from lists and used to form a short-term pre-vocational exploratory experience for displaced homemakers. Contact your state department of education to find out if your state is a member of this group.

Comprehensive program offerings at Career Planning Center Inc. (CPC) in Los Angeles (CA) include a wide range of exploratory seminars in traditional and nontraditional areas, job search workshops, self-help groups, a vocational library, speakers' bureau, and individualized counseling and assessment services. A main walk-in center and branch centers are all staffed by professionals as well as volunteeers learning administrative, counseling, and public relations skills. Federal and state-funded services are available for economically disadvantaged clients. CPC holds an annual Women's Employment Options Conference, involving representatives from major companies; workshop topics deal with new career alternatives, minority employment issues, job-seeking strategies.

Many excellent career education, exploration, and training programs are available for adult populations. Through its publications and resources, the American Vocational Association can provide links to them. Contact AVA, 2020 North 14th Street, Arlington, VA 22201.

The National Directory of Free Universities and Learning Networks provides information on 240 organizations which offer learning opportunities for adults, including small group exploratory courses. Write to The Free University Network, 1221 Thurston, Manhattan, KS 66502

TRAINING

Basic Questions

- does your curriculum reflect the full range of current labor market demands?
- do your graduates find good jobs? do employers verify that students who have completed your programs meet entry-level skill requirements and perform well on the job?
- are your facilities and equipment consistent with what is in use in business and industry today?
- are your teachers familiar with instructional methods and materials, appropriate for adults?
- do you offer programs in small business development or other areas of interest to displaced homemakers who wish to work independently?

Action Suggestions

- Invite employers, workers, union representatives to review your curriculum. Ask them to identify critical tasks, skills, used in their fields.
- Establish performance objectives to identify skills acquired in each curriculum area. Displaced homemakers can use these as "report cards" to document their achievements to employers.
- Investigate alternative methods of teaching and learning, especially relevant to displaced homemakers: models for lifelong learning, paraprofessional and peer counseling and teaching, self-paced instruction, computer-assisted instruction, modular programming. Consider short concentrated exploratory, refresher and/or remedial courses.
- Develop cooperative programs with companies to provide training your institution lacks. Industry experience in on-the-job training and career development can be incorporated into your program designs for displaced homemakers. Training specialists, supervisors, and foremen, can help develop or implement curriculum.
- Contact other educational and training institutions which have successfully served adults from all educational and economic backgrounds to learn about techniques that work.

Examples and Resources

Contact the National Network for Curriculum Coordination in Vocational and Technical Education to gain access to new programs and materials. The centers and areas they serve are:

Western Curriculum Coordination Center University of Hawaii Wist Hall 216 1776 University Avenue Honolulu, HI 96822	AR, CA, HI, NV, Guam, Trust Territory of Pacific Islands, American Samoa, Commonwealth of the Northern Marianas
East Central Curriculum Coordination Center Professional and Curriculum Development Unit Dept. of Adult Vocational-Technical Education 100 North First Street (E-426) Springfield, IL 62777	DE, DC, IN, IL, MD, MI, MN, OH, PA, VA, WV, WI
Southeast Curriculum Coordination Center Mississippi State University Research and Curriculum Unit Drawer DX Mississippi State, MS 39762	AL, FL, GA, KY, MS, NC, SC, TN
Northeast Curriculum Coordination Center Bureau of Occupational and Career Research Development Division of Vocational Education 225 West State Street Trenton, NJ 08625	CT, ME, MA, NH, NJ, NY, PR, RI, VT, VI
Midwest Curriculum Coordination Center State Department of Vocational and Technical Education 1515 West 6th Avenue Stillwater, OK 74074	AR, IA, KS, LA, MO, NB, NM, OK, TX
Northwestern Curriculum Coordination Center Commission for Vocational Education Building 17 LS 10, Air Industrial Park Olympia, WA 98504	AK, CO, ID, MT, ND, OR, SD, UT, WA, WY

The National Center for Research in Vocational Education provides extensive products, and services related to adult career and vocational education. For information, bibliographies, and catalogs, write to the Center at Ohio State University, 1960 Kenny Road, Columbus OH 43210 or call toll-free 1-800-848-4815.

Project New Start of the Chicago(IL) City-wide College, serving CETA-eligible displaced homemakers, encourages exploration of all promising job fields. In the Chicago area, clerical skills are in demand. In Carbondale, southern Illinois, women who have driven farm equipment for years are training to be licensed truck drivers. Displaced homemakers are learning mining technology at Rend Lake Junior College. Others are studying welding at Southern Illinois University.

The American Association of Community and Junior Colleges Center for Women's Opportunities is disseminating a new Women Business Owners' Orientation Program. The 45-hour module provides prospective women entrepreneurs with factual knowledge needed to start a small business and training to develop competencies needed in the small business marketplace. Workshops in Massachusetts, Maryland, Florida, Texas, Missouri, Colorado, California will be held during 1980. Contact: American Association of Community and Junior Colleges, 1 Dupont Circle, N.W., Suite 410 Washington, DC 20036.

Women Working is a comprehensive Bergen County (NJ) program, funded by CETA. One facet involves a 13-week free course offered by Xerox to qualify participants to pass exams to train for jobs as technical representatives.

SUPPORTIVE SERVICES

Basic Questions

- do the mechanics of program delivery hinder or help the participation of displaced homemakers?
- to what extent are teachers, counselors, administrative personnel, other students,informed about and sensitive to the problems and potential of displaced homemakers?
- to what extent can your supportive services meet the needs of displaced homemaker students who may have personal or family problems that affect their school work? are students who are not enrolled full-time eligible for services?
- what opportunities are available for peer support?
- have you developed a listing of local resources to address such problems as legal aid, housing advocacy, crisis and family counseling?

Action Suggestions

- If possible, schedule orientation programs, services, and courses at a variety of day and evening hours during the week and on weekends. Consider alternatives such as: classes for longer hours over fewer days; schedules that match childrens' school schedules; short courses less than a semester in length. Provide opportunities for external degree, independent study, or classes in non-school settings.
- Introduce your staff to displaced homemaker issues through orientation workshops in which displaced homemakers, displaced homemaker specialists, or sex-equity coordinators guide the discussion. Hire a displaced homemaker as a member of your administrative, counseling, or community outreach staff.
- Provide a meeting place to encourage displaced homemaker students to get together for peer support. More formal self-help group activities may also be appropriate under the leadership of a counselor or outside facilitator. Identify off-site community locations where group sessions might be held.
- Review the range of service providers now affiliated with your system. Displaced homemakers may require more help than younger students in managing education and daily life. Financial aid as well as medical, legal, housing, transportation, or child care services may be necessary. Counseling may be needed to resolve marital difficulties or to promote self-development. Special help may be needed for male displaced homemakers or for homemakers who live in rural areas but wish to participate in your programs. Develop contacts and collaborate with community-based programs for displaced homemakers.
- Identify ways to help displaced homemakers function well as students. Workshops in time management, study habits, and assertiveness training can be useful. Make tutoring available; high school students, other adult students, and displaced homemakers can help each other learn.
- Gear job readiness, job development, and job placement services to accommodate the displaced homemaker's long absence from the labor market. Provide help in writing resumes covering unpaid work experience, interview techniques, personal appearance. Offer in-service training to help job developers present displaced homemakers positively to employers, stress their productivity, and replace myths about older workers with facts.
- Identify a person in your institution or system who deals specifically with sex-equity issues. Publicize procedures for contacting this individual and for handling discrimination, harrassment, or similar problems.

Examples and Resources

Juneau (AK) Southeast Regional Resource Center is experimenting with telecommunications, electronic mail messages, microcomputers, and controlled-scan television (CSTV) to provide information and deliver training to students across widely scattered rural areas. Can you link to similar systems in your region?

In Project EPIC, Newton (MA) North High School, displaced homemakers from age 20 to 50 study graphic arts, electricity, machine tool operation, carpentry, and computer science along with regular high school students.

The Liverpool (WV) Arch A. Moore Jr. Vocational Technical and Adult Education Center equipped buses as mobile classrooms to allow students to receive instruction while commuting to school.

In Cuyahoga County (OH) PLACE (Public Library Adult Continuing Education) offers information counseling and referrals to adults on college programs, financial aid, careers and training opportunities, and helps clients prepare for CLEP exams at four regional libraries and 22 branch sites.

Displaced homemaker programs in the Butler County (PA) Community College include movement and flexibility exercises to help students become more physically fit and increase motivation.

A flyer from the Warren (MI) Macomb County College urges, "Hire the Displaced Homemaker . . . she's done her homework and now she's ready for a job." Used in job development, this promotional piece emphasizes the assets of displaced homemaker employees.

In many states, Educational Opportunities Centers (EOCs) and Educational Information Centers (EICs) provide comprehensive assistance to help adults identify educational opportunities, obtain financial aid, and relate educational programs to work opportunities. Contact the U.S. Office of Education, Disadvantaged Student and Veteran Programs, Division of Higher and Continuing Education, 400 Maryland Avenue, Washington, DC 20202

A proposed Massachusetts bill will establish a critical occupational shortages program (The Bay State Project) to provide financing to individuals who would otherwise be unable to take advantage of training opportunities. Look for proposed legislation in your state to help displaced homemakers pay for education.

New Horizons, Home Economics Division of the Augusta (GA) Area Technical School, provides free counseling and career guidance workshops to displaced homemakers in time and money management, legal rights, employment opportunities and job-hunting tactics.

Getting a job can be the first step toward obtaining financial aid for education. The National Institute for Work and Learning reported at a Boston (MA) conference on work and education in April 1980 that company-paid tuition plans are widely available, but only 3% of such benefits are being used. Some employers will also pay tuition for non-work-related education, as cited in an April 20, 1980 New York Times article on a liberal arts company college sponsored cooperatively by High Point (NC) College and the R. J. Reynolds Company.

Fort Wayne (IN) Women's Bureau, Inc., an organization of volunteer women, extends support and assistance to women and sponsors community programs and activities relevant to displaced homemakers.

Enterprise (AL) Junior College Displaced Homemaker Center works with and draws on other resources within the institution such as a women's career development center and a Kinder-College which provides free child care for children of students.

The State of Washington offers tuition waivers for displaced homemakers who want to attend vocational training classes or to enroll in academic degree programs in community colleges. The State of Maryland has set aside vocational education dollars to be used by displaced homeakers under a voucher system to pay educational costs. Does your state have similar opportunities?

Programs must find alternative sources for fiscal support: scholarships, loans, opportunity grants, work-study programs targeted for older students, women, re-entry adults, economically-disadvantaged students, part-time students, displaced homemakers. These may include tuition waivers, deferred payment plans, town-supported post-secondary education for adults in neighboring communities, free transportation programs, vouchers. Some allocate portions of institutional scholarship funds for displaced homemakers.

EVALUATION

Basic Questions

- do you set specific program goals which can be measured? do they specifically include displaced homemaker partic pants?
- can you identify the characteristics of the students you serve?
- how do you know if your programs are working for adults? for displaced homemakers?
- do you follow up on drop-outs to see what institutional and personal factors were involved?
- what happens to graduates?
- has anyone evaluated your program from the perspective of a displaced homemaker?

Action Suggestions

- Design simple formats for baseline, process, and outcome data to document program activities. Verify suitability of questions and categories for displaced homemakers: are age groupings high enough? is there a place on the form for life or volunteer experience? Contact the Research Coordinating Unit of your department of vocational education for sample formats.
- Collect a wide range of information about displaced homemaker participation in education, training, and work. Include: demographic characteristics; numbers served; types of problems encountered; types of solutions attempted, achieved; range of career training chosen; job search experience; placements; post-training histories; overall and per capita costs of services to this group.
- Use the data to shape program improvements while the program is in operation. Consider student evaluation of staff as well as staff evaluation of students.
- Share the data. Conduct issue-oriented brainstorming and problem-solving sessions which derive from the data.
- Document and proclaim success. Information on achievements can help the community support ongoing or expanded efforts and may attract new displaced homemakers as students.
- Invite graduates to return to participate in scheduled activities, support groups, information exchanges, and as role models and "experts" for current students. These sessions can generate ideas for new or improved program offerings and can tie immediate job realities to the educational experience.

Examples and Resources

The Board of Cooperative Educational Services (BOCES), Nassau County (NY) Division of Occupational Education works with local universities to conduct evaluations of displaced homemaker programs. Does your state education system offer similar services?

The Omaha (NB) YWCA documents and makes public information on the cost-efficiency of displaced homemaker services to clients as compared with the cost of public support.

Useful formats for evaluating the needs and experiences of displaced homemakers are available in **Displaced Homemakers in Connecticut: Survey and Evaluation of Services,** a comprehensive study published by the Connecticut State Board of Education, Division of Vocational Education, Hartford, CT 06115.

The Uniontown (PA) WORC (Women's Opportunity to Retrain for Careers) Program offers help to displaced homemakers and chronically unemployed women. A recent external evaluation of the program conducted by a representative of the Displaced Homemakers Network, Inc., provides useful guidelines for areas to evaluate.

A diverse group of displaced homemakers participate in the Providence (RI) Displaced Homemaker Center operating under the State Department of Community Affairs. An important feature of the Center is follow-up. "Graduates" can participate in any Center activities, and formal monitoring is conducted for one year.

The Human Resources Development Program (HRDP) of the North Carolina Community Colleges System provides structured pre-vocational training, counseling, and assistance in placement for chronically unemployed or under-employed adults. A "modified earnback index," using the increase in the trainee's income, the decrease in the trainee's public assistance, and the cost of training, has been developed to indicate the extent to which the program pays for itself. Can a similar index be employed to determine the cost effectiveness of your program?

Follow-up activities of the San Diego (CA) Community College Displaced Homemaker Project include questionaires to determine satisfaction with the service and data on educational and employment status. Summaries are presented in the project's newsletter. Former clients also send in cards to keep the program informed about employment interests.

FUNDING

Basic Questions

- what funded programs exist in your own institution that displaced homemakers can use?
- what sources are available in your own area to fund displaced homemaker programs and services?

Action Suggestions

- Identify operating programs which are currently undersubscribed, or which displaced homemakers can use free of charge. Some may include: lifelong learning centers, women's centers, occupational information centers, job banks, job placement services.
- Consider offering some of your existing services on a fee-for-service basis. If possible, implement a sliding scale policy. Services provided for low-income displaced homemakers or those eligible for vocational rehabilitation may be reimbursable.
- The most likely sources of outside funding are vocational education and sex-equity monies (under Public Law 94-482, Vocational Education Amendments of 1976), CETA monies, and state-legislated monies. Other potential sources include dollars allocated under: Title XX, Women's Educational Equity Act Programs (WEEAP), Social Security, ACTION, Fund for the Improvement of Post-Secondary Education (FIPSE), Community Services Administration, economic development programs,and departments of housing and urban development. Displaced homemaker programs are also funded by foundations.Local businesses, particularly those with hard-to-fill positions, may sponsor programs or make in-kind contributions to them.
- Look for others who are serving displaced homemakers. Consider opportunities for joint funding with other departments of your own institution or with other schools, agencies, and/or community-based organizations.
- Proposal developers offer services to institutions and agencies in organizing and writing proposals for funding. Look for professional groups or individuals in your area to provide such technical assistance.
- Where possible, obtain longer-term or multi-source funding to assure program continuity and quality of services and staff.

Examples and Resources

To obtain further information on local and national funding opportunities, contact:

- your state department of education to identify the Research Coordinating Unit (RCU) or vocational education sex-equity coordinators and/or
- your state offices to identify the state Displaced Homemaker Program Coordinator and/or
- your regional Department of Labor/Employment and Training Administration (DOL/ETA) office to identify the Displaced Homemaker Regional Coordinator and/or
- the Displaced Homemakers Network, Inc., 755 8th Street N.W., Washington, DC 20001.

As of May 1980, the states listed below have passed legislation allocating funds to support displaced homemaker programs. For information on the status of legislation in your state, contact your elected state officials and women's caucus members in state legislatures.

Arkansas
California
Colorado
Delaware
Florida
Hawaii
Illinois
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Montana
Nebraska
Nevada
New Jersey
New Mexico
New York
North Carolina
Ohio
Oklahoma
Oregon
Rhode Island
Texas
Washington
Wisconsin

Publications such as **The Foundation Directory**, available in public libraries, can help you identify purposes, names of officers, grant specifications, etc. of foundations interested in projects relating to women and employment.

Other useful publications are:

- **Finding Funds for Programs Relating to Women's Educational Equity**, available from the U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01835-7.
- **Basic Techniques for Approaching Foundations**, a brochure on how to organize programs and prepare proposals, available from The Foundation Research Service, 39 East 51st Street, New York, NY 10022
- The **Commerce Business Daily**, available in public libraries, announces new requests for proposals (RFPs) issued by the federal government. The RCU in your state education department may also review this bulletin regularly and can provide information to you.

Funding sources and program operations. . . a few examples:

The State of New York, with funds from vocational education, CETA, and the state, serves a diverse group of displaced homemakers. The New York City Consortium links programs sponsored by four women's organizations to provide a network of coordinated services. The cooperating groups include Women in Self Help (WISH) of the Sisters of the Good Shepherd Residences, Agudath Israel of America, the Women's Center of the National Council of Negro Women, and the Women's Center of the YWCA of New York. In Buffalo, the Everywoman's Center, Inc., provides a job readiness program, drop-in and telephone peer counseling, financial assistance/scholarships and three satellite locations which share resources and techniques. Accountability is maintained through a three-tier evaluation system which informs practitioners and policy makers about services that work well and generates ideas for new program efforts.

The South Central (MI) Displaced Homemaker program is supported under state funds, CETA funds, and public works money and serves a ten county area. Among its activities are a resource center, referral agents, volunteer neighborhood advocates (displaced homemakers who receive training as peer support group facilitators and program promoters).

The Fresno (CA) Displaced Homemaker Training Center, with CETA funding, is operated by the Older Americans Organization.

The Washington (DC) YWCA Hannah Harrison Career School, funded by the Julius Garfinckel Trust and other foundations, provides tuition-free programs to displaced homemakers in practical nursing, environmental services, management, and accounting.

The Marquette-Alger (MI) Intermediate School District operates two multi-purpose displaced homemaker centers with funds appropriated by the state legislature for displaced homemakers.

Section 4

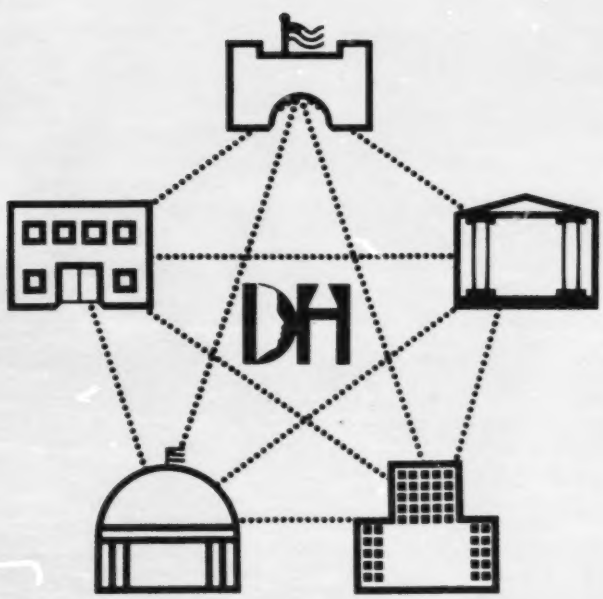
LINKAGES

IN BRIEF

Take a look at the broad array of local and national resources you can link with to locate, train, place, and provide support for displaced homemakers.

Linkages have been an implicit theme in previous sections of this Guide. Action Suggestions have focused on **collaboration** with business and industry to help you obtain labor market data and pave the way for displaced homemaker job applicants. They have recommended **consultation** and **cooperation** with specialists and service providers to help you improve existing programs for displaced homemakers. Examples and Resources have highlighted ways to **coordinate** activities and use information **networks** to implement new plans.

This section will summarize the range of resources available in your community and will focus on outcomes you can anticipate in linking with them.



Action Suggestions

- Reach out within your own organization. Gauge what your staff already knows about displaced homemaker issues. You may find individuals who are not only disposed to work on program planning, but who already have connections to community agencies or groups that help displaced homemakers.
- Maintain contact with the Displaced Homemakers Network, Inc. and its regional representatives to get data on the needs of the displaced homemaker population in your locality. Find out what agencies have dealt with displaced homemakers, how their programs function, the names of spokespersons who can talk and work with your staff. Participate in Network activities in your state and region. (See Appendix for names and addresses.)
- Reach out to other community sectors. Build on your contacts with employers and unions. Approach human service agencies, educational institutions, government officials and public leaders. The process can yield new working alliances, exchanges of information and services, and funding you may need.
- Define what you'd like to get out of an interaction before making contact. Keep lines of communication open, even if your interests don't seem to mesh immediately. Further discussion may lead to mutually helpful projects.
- Discard preconceived notions about who can help you and what they can or can't offer. Provide adequate information about your institution's programs and services. Don't assume that others know what you do.
- Get the consumer's point of view on how services are provided and the institutional climate. Ask for opportunities to talk with displaced homemaker students/ clients of schools and agencies you contact.
- Build a file of community resources. Assign staff to keep this up-to-date, noting activities that impact on your programs.
- As you develop your programs, keep people posted on your progress in helping displaced homemakers. In sharing positive experiences, you will become an advocate for this population and for vocational education. Successful collaborative efforts will enable more and more displaced homemakers to take full advantage of the opportunities vocational education has to offer.

KEEP INFORMED ABOUT DISPLACED HOMEMAKER ISSUES AND PROGRAMS. . .

The Displaced Homemakers Network, Inc., 755 8th Street N.W., Washington, DC 20001, 202-347-0522, is a primary source of information and assistance on programs, legislation, and new initiatives for displaced homemakers. Their publications include The Network News, a bimonthly newsletter; Program Options, a basic guide for planning programs, and other materials. (See Appendix for a list of Network regional representatives and field specialists.)

The first and second displaced homemaker programs in the country demonstrate the many ways displaced homemakers can receive information, participate in peer counseling activities, become involved in service delivery, explore traditional and nontraditional occupations, and acquire skills for seeking and obtaining good jobs or establishing their own businesses. For information on the innovative approaches of these centers to program design, contact:

- Displaced Homemaker Center Inc., Mills College, P.O. Box 9996, Oakland, CA 94613
- Baltimore New Directions for Women Inc., Center for Displaced Homemakers, 2435 Maryland Avenue, Baltimore, MD 21218

or

- Maryland Displaced Homemakers Project, 2517 North Charles Street, Baltimore, MD 21218

Displaced Homemakers: Organizing for a New Life, by Laurie Shields, explains the displaced homemakers movement and highlights promising developments that can help this population. A paperback edition will be published by McGraw Hill in October 1980.

Life After Youth, Female, Forty—What Next? by Ruth Harriet Jacobs, published by Beacon Press, presents a frank assessment of the position of older women in American society and offers ideas for broadening their options.

The Older Women's Educational Fund (OWLEF), 3800 Harrison Street, Oakland CA 94611, publishes a series of **Grey Papers: Issues For Action.** These and other resource materials including **How to Tame the CETA Beast, An Advocacy Manual for Older Women**, provide extensive background and information on the economic and employment problems of displaced homemakers.

The Displaced Homemaker: A State-of-the-Art Review, developed by Project Second Look, includes a comprehensive bibliography relating to displaced homemaker issues. This publication is available from the Wellesley College Center for Research on Women, 828 Washington Street, Wellesly, MA 02180.

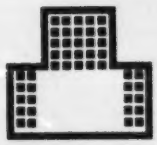
Women in Mid-life—Security and Fulfillment, A Compendium of Papers and **National Policy Proposals Affecting Mid-life Women** document 1979 testimony before the House of Representatives Select Committee on Aging. They cover issues and legislation relevant to displaced homemakers. Write for Pub. Nos. 95-170, 95-171, and 96-195, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Cinderella Minus the Prince, a simulation game developed by Project PHASE, University of Arizona, can be used as a staff development tool to heighten awareness of the needs and concerns of displaced homemakers. Contact Project PHASE, 1717 East Speedway, Suite 3212, Tucson, AR 85719.

REACH OUT TO MANY SECTORS

Business and Industry

- large local employers
- Chamber of Commerce
- unions, trade union associations
- small business associations
- business service organizations



Education and Training

- vocational and technical schools (secondary and post secondary)
- adult education programs of high schools and vocational schools
- community and junior colleges
- women's centers in educational institutions
- sex-equity coordinators, state departments of education
- EIC, EOC, educational brokering services
- CETA training and on-the-job training programs
- industry-sponsored educational and training programs

Community-based Services and Agencies

- health care and maintenance
- mental health
- legal aid
- financing (loan, credit, mortgage)
- housing
- child care
- Displaced Homemakers Network, Inc. and local centers
- women's groups
- religious organizations
- YWCAs
- senior citizen centers; councils on aging
- programs for widowed and divorced women
- suicide prevention programs, hotlines
- children and family service agencies
- single parents' organizations

Government Agencies, Community Leaders, and Funding Sources

- state employment department: older workers' specialists
- public assistance programs: AFDC, welfare
- county extension services
- rehabilitation services
- veterans services
- CETA programs
- state legislators
- local elected officials
- economic advisory councils
- foundations
- state and federal funding agencies

AS YOU MAKE CONTACT, FOCUS ON. . .

Outcomes	. . .and Next Steps
reactions to your existing programs or plans	• if positive, in what specific areas can you work together? can you offer coordinated programs? what information do they need to begin developing a joint venture? • if negative, why? infringes on their territory? duplicates their services? unsuitable for populations they serve? reflects stereotyped views of displaced homemakers? too expensive? how can you overcome obstacles to cooperation?
an inventory of their programs/services	• are your displaced homemaker students eligible? how are referrals made? person to contact? can they send you catalogs, brochures, and other informational materials?
an inventory of expertise for your program development/ implementation	• can they provide people/materials/ strategies to help you in program design or operation? evaluation? curriculum development? working with special populations? public relations? staff development? proposal development?
displaced homemakers for your programs	• would their current students/clients benefit from your programs? where do they recruit? are they in contact with displaced homemakers? will they refer them to you? what information and support do they need from you to facilitate referrals?
candidates for staff openings in your program	• can they identify displaced homemakers seeking jobs, internships, exploratory volunteer experiences in vocational training program settings?
commitments of funds or in-kind support	• can they provide direct dollars? legislative support? new funding sources? • can you share facilities? staff? outreach costs? respond jointly to requests for proposals? co-sponsor in-service training? adult support groups? arrange cooperative work-study experiences?
new facts or insights about needs of displaced homemakers	• what are their experiences in working with this population? do they have techniques you can adapt to help displaced homemakers improve job market competitiveness? to avoid occupational segregation once employed? can they suggest role models to illustrate the potential of this group? what has their evaluation revealed about the performance of displaced homemakers as students/workers?
requests for services/expertise you can provide for their displaced homemaker students/clients	• can you make available slots in training programs? opportunities for pre-vocational exploration, career development counseling? can you provide labor market informaton? job development? job placement? follow-up services?

Examples and Resources

The feasibility of integrated funding and service activities is illustrated by several displaced homemaker programs in the state of Florida. Among them are the Tallahassee Center for Creative Employment, a private non-profit organization using Vista volunteers and a director funded by ACTION; the Naples Displaced Homemaker Resource Center, a component of the Collier County Public Schools Adult and Community Education Program, offering inter-agency referrals, reference materials, support groups, specialized workshops, self-directed career search, employability skills training, job placement assistance; and the Orlando Valencia Community College Center for Continuing Education for Women, funded by the Department of Health and Rehabilitative Services, Division of Aging and Adult Services, offering credit courses in career development skills, workshops to brush up marketable skills, and a weekly job search club functioning as a support group.

The Iowa Demonstration Center for Displaced Homemakers and Other Special Groups emphasizes coordinated services delivery through the resources of Ottumwa (IA) Indian Hills Community College, Adult Education Division, and area human service agencies. The program is supported by vocational education dollars, with separate funds for child care under Title XX, and works with the college Lifelong Learning Center for career assessment and counseling.

The New Mexico Commission on the Status of Women operates a toll-free phone line, providing advice and information from a state-wide directory of services and agencies to help rural displaced homemakers gain access to educational programs and services. One such program is a 50-hour course available through the Department of Developmental Studies of the Alburquerque Technical-Vocational Institute, a public post-secondary school; a shorter version of the course is offered in other community settings such as the YWCA, Altrusa, and local business and professional women's organizations. The department has developed a manual, **Options**, to share this approach with other institutions.

The Door Opener, a Mason City (IA) agency opens doors for women in educational attainment, job mobility, and in financial and credit transactions. It operates in a nine-country rural area, with a central office, a satellite office and eight Vista volunteers providing itinerant services. It links to a wide range of community agencies, using techniques such as a computerized career information system to provide occupational information, computerized cross-matching of unpaid, volunteer experience with job classifications, assistance in obtaining financial aid, transportation, child care, assistance in creating jobs and private businesses capitalized through "sweat equity" and stock sales.

In 1980, the MA Department of Manpower Development, Policy and Evaluation Division, issued **Employment and Training and the State Legislative Process in Massachusetts**. This publication provides information specifically for vocational administrators on the state decision-making process, pending legislation, and key individuals and committees involved in policy and funding activities, including economic development and the creation and retention of job and training opportunities within the state. Look for a similar publication in your state.

The National Center for Educational Brokering promotes education brokering through technical assistance, publications, and public policy studies and recommendations. The center publishes a monthly Bulletin on educational advisement, assessment and advocacy for adults. For information, write to 1211 Connecticut Avenue, Suite 310, Washington, DC 20036; for publications and the Bulletin, write to 405 Oak Street, Syracuse, NY 13203.

The Sunnyvale (CA) Center for Self-Reliant Education is a "technical assistance" center funded by the Mott Foundation. It provides six communities with community development specialists who work with local resources to design programs for women in transition and develop community ownership of projects. Is there a similar program in your area?

Educators and industrial leaders concerned about a national shortage of skilled labor met in early 1980. Sponsored by the American Vocational Association, American Association of Community and Junior Colleges, and American Society for Training and Development, delegates called for . . . a national program to define job markets and information on which to base cooperative training and education. . . a national commitment to continuing education programs. . .education delivery systems such as competency-based instruction to allow transfers. . . publicizing of effective working relationships that education and industry have already established, and. . .the need to include more women, minority groups, disadvantaged, older workers and handicapped.

Vocational educators and planners are encouraged to refer to **Vocational Counseling for Displaced Homemakers, A Manual.** This companion publication highlights the requirements of the workworld and what counselors can do to help displaced homemakers get there.

The Manual is available for sale through the Superintendent of Documents, U. S. Government Printing Office, Washington DC 20402.

For more information, contact:
Project Second Look
Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

APPENDIX: DISPLACED HOMEMAKER PROGRAMS

The first part of this Appendix lists regional representatives and field specialists of the Displaced Homemakers Network, Inc.

The second part lists, by state, sex equity coordinators (SEC) and programs for displaced homemakers. The list was compiled from a variety of information sources contacted through March, 1980.

Programs and services for displaced homemakers change over time; people move and take ideas with them to new locations. Where effective programs have existed ideas take root and are implemented by others. If the persons identified below are no longer available when you call for information, ask for names of personnel currently working with displaced homemakers. Use these listings to generate new contacts and ideas on behalf of this population.

Network Regional Representatives

Region I:
Gloria Bernheim, c/o Boston YWCA, 140 Clarendon St., Boston, MA 02116, (617) 536-7940.

Region II:
Florence Leon, Volunteer Bureau of Bergen County, 389 Main St., Hackensack, NJ 07601, (201)489-9454

Region III:
Juanita Dutton, P.O. Box 354, Mendenhall, PA 19357

Region IV:
Beatrice Ettinger, Director, Center for Continuing Education, Valencia Community College, P.O. Box 3028, Orlando, FL 32802, (305) 843-4260

Region V:
Ruth Fossedal, Women's Developmentt Center, Waukesha County Technical Institute, 800 Main St., Pewaukee, WI 53072, (414) 548—5400

Region VI:
Jan P. Ortego, Supervisor, Displaced Homemaker Services, P.O. Box 44064, Baton Rouge, LA 70864, (504) 342-3450

Region VII:
Shirley Sandage, Director, The Door Opener, 215 N. Federal Ave., Mason City, IA 50401, (515) 424-9071

Region VIII:
Jerri Brown, Phoenix Institute, 383 South 600 East, Salt Lake City, UT 84102, (801) 532-5080

Region IX:
Joan Suter, Director, Displaced Homemakers Center, Career Planning Center, 2260 W. Washington Blvd., Los Angeles, CA 90018, (213) 735-1325,

Region X:
Barbara Crawford, Region X Displaced Homemaker Network, P.O. Box 2386, Seattle, WA 98111, (206) 325-3725

Network Field Specialists and The Regions They Serve

Gloria Bernheim, Field Specialist, Displaced Homemakers Network, Inc., c/o Boston YWCA, 140 Clarendon St., Boston, MA 02116, (617) 536-7940, Regions: I, II, III, and V.

Priscilla Scanlon, Field Specialist, Displaced Homemakers Network, Inc., c/o Crowley's Ridge Development Council, P.O. Box 1497, Jonesboro, AR 72401, (501) 932-1086, Regions: IV, VI, and VII

Charlotte Stewart, Field Specialist, Displaced Homemakers Network, Inc., c/o Arizona Action for Displaced Homemakers, 607 N. Third Ave., Phoenix, AZ 85003, (602) 252-0918, Regions: VIII, IX, X and N.M.

ALABAMA
SEC: Ann Turnham Smith, State Office Bldg., Vocational Div., Rm. 815 **Montgomery** AL 36130, 205-832-5776
Career Mobility Program for Women, Auburn University, **Auburn** AL 36830, 205-826-5982. Nancy Loposer
DH Project, Women's Center, Enterprise State Jr. College, **Enterprise** AL 36330, 205-347-2623. Linda Wilson

ALASKA
SEC: Glenn Erickson, Dept. of Education, Alaska Office Bldg., Pouch F, **Juneau** AK 99811, 907-465-2985
Alaska Pacific University, 1322 Gothard St., **Anchorage** AK 99503. Shirley Paulini
DH Project, Alaska Women's Resource Center, P.O. Box 188, **Anchorage** AK 99510, 907-278-9047. Sharon White
DH Program of Fairbanks, Regional Adult Learning Center, P.O. Box 74278, **Fairbanks** AK 99707, 907-456-8473. Gene Kingrea
Inner Dimensions, SE Regional Resource Center, 538 Willoughby Ave., **Juneau** AK 99801, 907-586-6806. Wyla Coughlin

ARIZONA
SEC: Deborah Dillon, AZ Dept. of Education, Vocational Education Div., 1535 W. Jefferson St., **Phoenix** AZ 85007, 602-255-5357
Central Arizona College, Signal Peak Campus, Woodruff at Overfield, **Coolidge** AZ 85228. Marcanna Shinkle
Arizona Action for DH, Inc., 607 N. 3rd Ave., **Phoenix** AZ 95003, 602-252-0918. Joann Phalen.
Rio Salado College, 2010 S. 24th St., **Phoenix** AZ 85034. Lupe Carbajal
Project PHASE, University of Arizona, 1717 E. Speedway, Rm. 3212, **Tucson** AZ 85719, 602-626-3902. Lynn O'Hern-Williams
Women in Transition, Arizona Western College, 2098 Third Ave., **Yuma** AZ 85364

ARKANSAS
SEC: Linda Beene, Vocational Education Equity Program, 1515 W. Seventh, Suite 220, **Little Rock** AR72202 501-371-2974
DH Center, Crowley's Ridge Development Council, Inc.,P.O. Box 1497, **Jonesboro** AR 72401, 501-932-1086. Judy Fleming
Pulaski Vocational Technical School, 3000 W. Scenic Rd., **No. Little Rock** AR 72118. Kathleen Peek
Black River Vocational Technical School, P.O. Box 468, **Pocahontas** AR 72455. Georgia Shocklee

CALIFORNIA
SEC: Constance F. Gipson, Career Education, 721 Capitol Mall, 4th Floor, **Sacramento** CA 95814, 916-445-6726
Women's Center, Chaffey Community College, 5885 Haven Ave., **Alta Loma** CA 91701, 714-987-1737. Jeanne Hamilton
DH Prog., North Orange Co., Assessment & Recruitment Ctr., 1006 W. LaPalma, **Anaheim** CA 92801, 714-635-6210. Paul Garza
Senior Conv ent. Prog., Humboldt Co., 21 Tamal Vista Blvd., Suite 115, **Corte Madera** CA 94925, 415-445-7715. Robert Garrison
DH Project, Women's Resources for Work, 517 Third St., **Eureka** CA 95501, 707-442-3773. Judy Wood.
DH Project of Older Americans Organization, 431 E. Olive Ave., **Fresno** CA 93728, 209-485-7908. Gay Kennedy.
YWCA Women's Center for New Directions, 1600 M St., **Fresno** CA 93721, 209-237-4701. Betty True-Gruen
DH Program, Career Planning Center, Inc. 2260 W. Washington Blvd., **Los Angeles** CA 90018, 213-735-1325. Joan Suter.
DH Project, City of Los Angeles, Comm. Dev., 200 H Spring St., Rm. 309, **Los Angeles** CA90012, 213-485-3914. Dave Gowsonski.
DH Project, Merced College, Continuing Education 3600 M St., **Merced** CA 95340, 209-723-4321. Lynn D. Moock.
DH Center, Inc., Mills college, P.O. Box 9996, **Oakland** CA 94613, 415-632-3205. Milo Smith.
Crossroads Program, Cosumnes River College, 8401 Center Pkwy., **Sacramento** CA 95823, 916-421-1000. Aileen Murdock.
DH Project, Fremont School for Adults, 2420 N St., **Sacramento** CA 95816, 916-454-8748. Virgil Price
Job Resource Ctr., Sacramento/Yolo ETA, 1225 8th St., Suite 260, **Sacramento** CA 95814, 916-920-6111. Elizabeth DeFrancesca
DH Project, PROVEN Seniors Prog., San Diego KIND Corp., 927 C St., **San Diego** CA 92101, 714—239-7751. Rhetta Alexander
DH Service, San Diego Community College District, 5350 University Ave., **San Diego** CA 92105, 714—280-7610. Phyllis Cooper.
Employment Prog. for Mature Women, S. Orange Co., YWCA, 1411 N. Brdway., **Santa Ana** CA 92706, 714-542-3577. Lois Morgan
YWCA Mature Women, Orange County Manpower, 433 Civic Center Dr., **W. Santa Ana** CA 92701, 714-834-3289. Maria Mendoza
DH Project, 924 Anacapa, Lobero Bldg., Suite 4BC, **Santa Barbara** CA 93101, 805-966-5330. Evelyn Ouellette
DH Project, County of Santa Barbara, CETA Program, 1018 Garden St., **Santa Barbara** CA 93101, 805-963-8971. Shelley Bequet.
DH Project , 406 N. McClelland St., **Santa Maria** CA 93454, 805-925-7817
Working Women, Inc., P.O. Box 7038, **Santa Rosa** CA 95401, 707-523-3167. Sandra Sweitzer.
Center for Self-Reliant Education, De Anza College, 808 W. McKinley Ave., **Sunnyvale** CA 94086, 408—737—9212. Celeste Brody.
DH Resource Center, Victory Valley YMCA, P.O. Box 1249, **Victorville** CA 92392, 714-245-0171. Margaret Jensen.
DH Program, Yolo County ETA, 500 First St., **Woodland** CA 95695, 916-666-8374. Leslie Covey.

COLORADO
SEC: Pat Goggans, State Board for Community Colleges, 1525 N. Sherman St., **Denver** CO 80203, 303-839-3011.
Boulder County Women's Resource Center, 1406 Pine St., **Boulder** CO 80302, 303-447-9760. Susan Milner.
DH Program, Women's Resource Agency, 25 N Spruce St., **Colorado Springs** CO 80905, 303-471-3170. Ethel Tamblyn.
DH Program, Emily Griffith Opportunity Sc., 1260 Welton St., **Denver** CO 80204. Dora-Ann Von Vihl.
Mi Casa Women's Resource Center, 1045 W. 10th Ave., **Denver** CO 80204, 303-573-1302. Deborah Pollak.
DH Project, Elizabeth Stone Resource Center, 340 E. Mountain Ave., **Ft. Collins** CO 80524, 303-484-1902. Marilyn Boyer.
DH Program, CO Mountain College 526 Pine, **Glenwood Springs** CO 81601, 303-945-9196. Dave Beyer.
Women's Center, Community College of Denver, 12600 W. 6th Ave., **Golden** CO 80401, 303-988-6160. Joyce Forney.
DH Program, Women's Resource Center, 1059 Rood Ave., **Grand Junction** CO 81501, 303-243-0190. Phyllis Carpenter.
Women's Resource Center, Arapahoe Community Coll. 5900 S. Santa Fe Dr., **Littleton** CO 80123, 303-794-1550. Shirley Nickel.
Virginia Neal Blue Women's Resource Center, 238 Main St., **Montrose** CO 81401, 303-249-7733. Lael Van Riper.
Career Development Center for DH, 720 N. Main St., Suite 320, **Pueblo** CO 81003, 303-544-1972. Jose Ortega.
Pueblo Vocational Community College, 900 W. Orman Ave., **Pueblo** CO 81004. Vera Estrada
Pueblo Women's Career Development Center, 330 Lake Ave., **Pueblo** CO 81004, 303-544-2192. Fern Lea Latino
Emerge Prog., CO Nrwstn. Com. Col., P.O. Bx 9010, **Steamboat Springs** CO 80477, 303-879-3288. Jeannette Podunovich.
DH Program, Trinidad State Jr. College, **Trinidad** CO 81082. Marilyn Breedlove.
DH Project, Community College of Denver, 2645 W. 112th Ave., **Westminster** CO 80030. 303-466-8811. Dixie Darr.

CONNECTICUT
SEC: Carol Aiken, Bureau of Vocational Program Planning, 165 Capital Ave., Rm. 336, **Hartford** CT, 06115, 203-566-3430.
Women Helping Women Program, YWCA, 1862 E. Main St., **Bridgeport** CT 06610, 203-334-6154. Swarna Raghuvir.
Asnuntuck Community College, Women's Center, P.O. Box 68, **Enfield** CT 06082, 203-745-1603. Joan Rueter.
The Counseling Center, Hartford College for Women, 1283 Asylum Ave., **Hartford** CT 06105, 203-236-5838. Mary Merritt.
DH Program, YWCA, 135 Broad St., **Hartford** CT 06105, 203-525-1163. Ruthie Bush Mathews.
DH Program, Urban League, 1184 Chapel St., **New Haven** CT 06510, 203-624—4168. Suverne Miller.
Women's Employment Resource Center,216 Crown St., Rm. 405, **New Haven** CT 06510, 203-624-2331/787-0540. Ruth Cohen.
Opportunities Industrialization Center, DH Program 106 Truman St., **New London** CT 06320, 203-447-1731. Patricia Dawkins.
DH Program, YWCA, 422 Summer St., **Stamford** CT 06901, 203-348-4263. Norma Abrahams
DH Program, Mattatuck Community College, Harvester Road Campus,**Waterbury** CT 06706, 203-757-9661. Dana Guiliano.

DELAWARE
SEC: Carol O'Neill Mayhew, State Dept. of Public Instruction, P.O. Box 1402, Townsend Bldg., **Dover** DE 19901, 302-678-4885.
Delaware DH Center, James Williams Service Center, 805 River Rd., Dover DE 19901, 302-678-4540. Theresa del Tufo.
Delaware DH Center, New State Office Bldg., 820 N. French St., **Wilmington** De 19801, 302-571-2714. Theresa del Tufo.
Women Power, Arden Center, YWCA, 2210 Swiss Lane, **Wilmington** DE 19810, 302-475-8424.

DISTRICT OF COLUMBIA
SEC: Eurnice Wright Jones, DC Pub. Sch., Div. of Car. Devt. Prog., 415-12th St., NW, **Washington** DC 20004, 202-724-4218.
DH Prog., Wider Opprtuns. for Women, Inc., 1511 K St., NW, Suite 345, **Washington** DC 20005, 202-783-9393. Arleathia Lang
Hannah Harrison Career School, 4470 MacArthur Blvd., NW, **Washington** DC 20007, 202-333-3500. Anne K. Milkes.
Programs and Services for DH, DC Public Schools, Penn Center, Third & R Sts., NE, **Washington** DC 20002. Susie B. Morgan.

FLORIDA
SEC: Charlotte C. Carney, Dept. of Education, Div. of Vocational Education, Knott Bldg., **Tallahasse** FL 32301, 904-488-7695.
Manatee County DH Program, 405 6th Ave., **E. Brandenton** FL 33508, 813-748-2761. Margot Joynes.
Spec. Counseling Ctr., Manatee Co., Dpt. of Hum. Rsrces., P.O. Bx 1138, **Bradenton** FL 33505, 813-748-0087 Regis Chapman
Dept. of HRS DH Program, 1100 Cleveland St., **Clearwater** FL 33515, 813-461-1616. Rebecca Stutchin.
DH Program, FACE 1100 Cleveland St., **Clearwater** FL 33515, 813-748-2761. Delores Benjamin.
Fresh Start for DH, **Daytona Beach** Community College, P.O. Box 1111, **Daytona Beach** FL 32015, 904-255-8131.

DH Program, BETA Career Center, 330 N. Andrews Ave., Ft. Lauderdale FL 33301, 305-765-4545. Norma Costrich.
DH Program, BETA West Career Center, 2680 W. Oakland Blvd., Ft. Lauderdale FL 33301, 305-765-8030. Lulu Booker.
DH Program, Lee County Voc. Technical School, 3800 Michigan Ave., Fort Meyers FL 33905, 813-334-8184. Emma Dunmire
Re-Discovery-DH Program, Lee County CETA, 3800 Michigan Ave., Fort Meyers FL 33905, 813-334-8184. Emma Dunmire.
Women in Management, Indiana River Community College, 3209 Virginia Ave., Fort Pierce FL 33450. Nancy Bredemeyer.
DH Project, Santa Fe Community College, P.O. Box 1530, 3000 NW 83rd St., Gainesville FL 32602. Ann Bromley.
Challenge: The DH, Florida Jr. College at Jacksonville, 101 W. State St., Jacksonville FL 32202, 904-633-8316.
FACE Learning Center, Inc., 12945 Seminole Blvd., Bldg. 2, Suite 8, Largo FL 33540.
DH Center, YWCA 210 N.E. 18th St., Miami FL 33132, 305-377-8161. Carol Klopfer.
Voc. Equity in Nontrdtnal. Occuptns., Mmi.-Dade Comm. Coll., 11380 NW 27th Ave., Miami FL 33167. Janice Armstong.
DH Program, BETA South Career Center, 6151 Miramar Parkway, Miramar FL 33023, 305-989-6240.
DH Resource Center, Collier County Public Schools, 3045 David Blvd., Naples FL 33942, 813—774-4003. Linda M. Milone.
DH Program, Ctr. for Continuing Ed. for Women, Valencia Comm. Coll., Orlando FL 32802, 305-299-5000. Virginia Stuart.
DH Program, BETA North Career Center, 1301 West Copans Rd., Bldg. C., Pompano Beach FL 33064, 305-973-4400.
DH, Pinellas County Public Schools, 1015 10th Ave., N., St. Petersburg FL 33705. Virginia Schiferi.
Worns. Lvng. and Lrnng. Prog., St. Ptrsbg. Jr. Coll., PO Bx 13489, St. Petersburg FL 33733. 813-546-0011. June Maddox.
DH Program, Women's Resource Center, 240 N. Washington Blvd., Sarasota FL 33577, 813-366-1707. Miriam Krieg.
Center for Creative Employment, P.O. Box 1326, Tallahassee FL 32302, 904-222-3824. Pat Schwallie.
Floride State University, Myle Myers Bldg., Appalatchee Parkway, Tallahassee FL 32394. Dr. Lathrop.
Women's Survival Center, Inc. 305 Hyde Park Ave., Tampa FL 33606, 813-251-8437. Janet Schapper.

GEORGIA

SEC: Loydia Weber, 237 State Office Bldg., Atlanta GA 30334, 404-656-2537.
Project Discovery for DH, Atlanta Area Tech. Sch., 1560 Steward Av., SW., Atlanta GA 30310, 404-758-9451. Irene Rose.
DH Project, Augusta Area Technical School, 2025 Lampkin Rd., Augusta GA 30904. Frances Y[illegible]gin.
Career Center, DeKalb Comm. College, 555 N. Indian Creek Drive, Clarkston GA 30021, 404-29[illegible]1520. Ann M. Castricone
DH Project, Columbus Area Vocation/Technical School, 928 45th St., Columbus GA 31904. Constance Heeb.
DH Project, Savannah Area Vocational/Technical School, 214 West Bay St., Savannah GA 31401. Emma Sprouse.

HAWAII

SEC: Barbara White, University of Hawaii, Bachman 101, 2444 Dole St., Honolulu HI 96822, 808-948-7461.
Hawaii Community College, 1175 Manono St., Hilo HI 96720. Betty Reimer.
DH Project, YWCA of Oahu, P.O. Box 337, Honolulu HI 96809, 808-538-7061. Barbara Dykes.
Divorce Clinic/Dvrc. Exprnc., 217 S. King, Rm. 211 Honolulu HI 98613, 808-523-1776. Marybeth Webster.
Yes, You Can Program, Ed. Opportunity Center, Maui Comm. College, 310 Kaahumanu Ave., Kahului HI 96732. J. Fletcher.
Re-Entry Women's Program, Windward Community College, 45-720 Keahala Rd., Kaneoke HI 96744. Kathy Damon.

IDAHO

SEC: G. Lianne McAllister, Vocational Education Equity, 650 W. State St., Rm. 325, Boise ID 83720, 208-384-3271.
Women in Transition, ID Manpower Consortium P.O. Bx 35, Boise, ID 83735, 208-384-2731. Jiny McAllister.
YWCA Women in Transition Project, 720 Washington St., Boise ID 83702, 208-343-3688. Vicki Jo Riggins.
YWCA Women in Transition Project, 300 Main St., Lewiston ID 83501, 208-746-9205. Lydia Bodah.
DH Program, YWCA, 1211 First St., S., Nampa ID 83651, 208-4674546. Chris Manyon.
DH Program, Western Idaho CAA, Box 608, Payette ID 83661, 208—642-9086. Gwen Green.
DH Prog., Ctr. for New Drctn., Coll. of So. ID, P.O. Bx 1238, Twin FallsID 83301, 208-733-9554. Cherri Briggs.

ILLINOIS

SEC: Jan Adair, IL Dept. of Adult, Vocational & Technical Education, 100 N. First St., Springfield IL 62777, 217-782-5098.
DH Program, 321 S. Main St., Benton IL 62812, 618-430-9720.
DH Program, Carbondale Women's Center, 408 W. Freeman St., Carbondale IL 62901, 618-529-2412. Rosemary Hawkes.
DH, Palatine, Cook County, Cook County Bldg., Rm. 82, 118 N. Clark St., Chicago IL 60602, 312-397-3000. William M. Doyle.
Project New Start/DH Ctr., Chicago City-Wide Coll., 185 N. Wabash Ave., Chicago IL 60601, 312-977-2538. Carol White.
Horizons Unlimited, DH Project, Richland Cornmunity College, 2425 Federal Drive, Decatur IL 62526. Diana Meister.
Southern IL University, School of Education, Dept. of Secondary Education, Edwardsville IL 62026. Judy Murashige.
State of IL, Div. of Vocational Rehabilation, Naperville IL 60540. Dale D. Thomas.
Harper Women's Program, Harper College, Algonquin & Roselle Rds., Palatine IL 60067, 312-397-3000. Rena Trevor.
Fresh Beginnings, Court House Bldg., Suite 712, Rockford IL 61101, 815-987-3060. Ada Johnson.

INDIANA

SEC: Cecilia G.Hawkins, Nancy Moller, State Bd., Tech. Ed., 17 W. Market St., Indianapolis IN 46204, 317-633-7673.
Fort Wayne Women's Bureau, Inc., P.O. Box 554, Fort Wayne IN 46801, 219-424-7977, Harriet Miller.
Purdue University, Home Ec. Dept., S. Campus Court F, W. Lafayette IN 47907. Jean Bush.
Southeastern Indiana Vocational School, Versailles IN 47402. 812-687-5253. Jo Dell K. Main.

IOWA

SEC: Beverly Gillette, Iowa Department of Public Instruction, Gimres State Office Bldg., Des Moines IA 50319, 515-281-3786.
The Door Opener, 106 N. Moore St., Algona IA 50511, 515-295-2256.
DH Program, Drake University, Des Moines IA 50322, 515-271-3840. Rita Kinkaid.
The Door Opener, 215 N. Federal Ave., Mason City IA 50401, 515-424-9071. Shirley Sandage.
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Educational Outreach, Bunker Hill Community College, Charlestown, MA 02129. Terry Sullivan.
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Second Wind YWCA DH Proj., 105 Hartford Ave., Natick, MA01760. 617-653-4464. Pat Wallace.
Women's Work Project, 51 Pleasant St., Newburyport, MA 01950. 617-462-7363. Jane Tuohy-Wheler.
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Women's Resource Center, Henry Ford Comm. Coll., 5101 Evergreen Rd., Dearborn MI 48128, 313-271-2750. Grace Stewart.
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NEW JERSEY

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Alternatives for Woman Now, 517 Penn St., **Camden** NJ 08102, 609-964-8033. Carlette Robert.
Jewish Vocational Services, 454 William St., **East Orange** NJ 07017, 201-674-6330. Margaret Jacob.
DH Project, Women's Career Information Center, Middlesex County College, **Edison** NJ 08817, 201-548-6223. Bonnie Dimun
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Project WHY-Women Help Yourself, Essex County College, **Newark** NJ 07102, 201-877-3370. Carolyn Miller.
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NEW YORK

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DH Program, Sisters of Good Shepard Res., 421 5th Av., **Brooklyn** NY, 11215, 212-768-9700/9714.
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Mohawk Valley Community College, 1101 Sherman Dr., **Utica** NY 13501, 315-792-5524. Eve Hendricks.

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Upper Valley JVS, **Piqua** OH 45356, 513-778-1980. Rita J. Hollenbacher.
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Laurel Oaks JVS, **Wilmington** OH 45177, 513-382-1411.
Green County JVS, 2960 W. Enon Rd., **Xenia** OH 45385, 513-372-6941. Carol L. Shaw.
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Women In Non-Traditional Careers, Lane Community College, **Eugene** OR.
Women's Opportunity Program, Rogue Community College, **Grant's Pass** OR 97526. Andrea Beardsley.
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